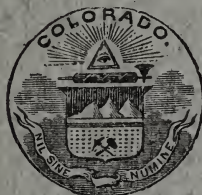


# State Normal School of Colorado



OCTOBER, 1910

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THE LIBRARY OF THE  
DEC 30 1930  
UNIVERSITY OF ILLINOIS

## A Bulletin of Books for Grade Libraries

SERIES X. No. 3.

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Issued Quarterly by the Trustees of the State Normal  
School of Colorado, Greeley, Colorado

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# A BULLETIN OF BOOKS

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## For Grade Libraries and Supplementary Reading in Schools



THE LIBRARY OF THE  
DEC 30 1930  
UNIVERSITY OF ILLINOIS.

(In all publications of this institution is employed the spelling recommended  
by the Simplified Spelling Board.)

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BY D. D. HUGH

Dean of the Training Department  
and

ANNA HEILEMAN HUGH

Formerly Teacher of Reading

COLORADO STATE NORMAL SCHOOL





Front Elevation of New Training School Bldg.—Colorado State Normal School.





Library Building—Colorado State Normal School.


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## THE LIBRARY IN THE SCHOOL.

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For several years we have been working in the State Normal Training School on the organization of room libraries. Book cases have been placed in the different rooms and a considerable number of books have been gathered together. These consist in part of books, generally purchased in sets of from half a dozen to two dozen or more, for reference reading in connection with the regular studies of the children; and in part of books, usually of a literary character, which they take home to read or read occasionally during a study period, provided their lessons have been satisfactorily accounted for. This plan of room libraries has proved of great value in the work of the School, and the list that follows, which has been selected for the most part from the books now in our rooms, is given to the teachers of the State in the hope that it may be of use to others.

The busy teacher with her multitudinous tasks is apt to lose sight of the supreme importance of this phase of her work, especially as she is not required to make a report upon this subject to her superintendent. But that she can do more for the real educational development of her pupils by stimulating an interest in the better class of books and by rendering such literature accessible to them than she can by the formal teaching of many of the regular subjects of the curriculum there can be no doubt. Investigations in this State as well as elsewhere have shown that when children are left to their own resources they are all too prone to follow the path of least resistance in their reading. The

cheapest and trashiest kinds of books are apt to be read. To elevate the tastes of boys and girls along these lines, to disclose to their gaze larger visions of the field of literature, and to foster through this means higher aspirations and ideals of life should surely be a chief concern as well as a constant delight to the thoughtful teacher.

A knowledge of the reading interests of her children will often afford the teacher an insight into their mental and moral characteristics. The explanation of the waywardness of many a wilful boy may be revealed in his outside reading. At times this passion for reading amounts to a veritable craze, as is illustrated in the case of the youthful Edison, who undertook to read the Detroit Public Library thru, and who did actually devour the contents of fifteen solid feet of books before his ardor cooled. This excessiv reading may at times interfere with the regular work of the school, but the teacher must know something about the world in which the boy is living if she expects to help him. A sympathetic understanding of his interests will enable her to bridge the chasm that too often unfortunately exists between the outside life and the activities of the schoolroom. Moreover, it is the teacher who knows what her pupils' ideals are who is best prepared to elevate them. She can gradually substitute a higher for a lower ideal by stimulating an interest in a grafically written biography, as that of Lincoln or Boone in the place of the gory detective story.

For the busy teacher who is trying to build up a library with a very limited amount of money at her disposal, the ten, fifteen, and twenty-five dollar lists contained in the ap-

pendix of this bulletin will be particularly useful. These books have been selected with care. While it is doubtless true that the usefulness of a book depends in part upon the interests of the children and the work of the school, all these books will be read with pleasure and profit by children whose teachers help to arouse an interest in their minds in regard to them. But whether the books be selected from a longer or a shorter list it is desirable to begin with a few books and to add to the list, as funds may be secured, those whose merits are well known rather than to purchase an indiscriminate lot of material of uncertain value.

We should be pleased to answer as far as possible any questions asked in regard to these books or our work along these lines in the State Normal Training School. We are particularly glad to keep in touch in this matter with the teachers of the State, because we believe that by a comparison of experiences in this work an ideal list of children's books might in time be worked out—as far as an ideal can be achieved in such work—which would afford a standard for the choice of books for our Colorado schools at least. Any scheme adopted by teachers to keep a record of the books read by the children, with brief comments in regard to the attitude of the reader toward the book will be servicable in this connection. In the meantime, though conscious of its many limitations, we trust that the following list may contribute in some measure to the elevation of children's reading.

Many persons have contributed directly or otherwise to the selection of this list. Especial help has been given by the Training Teachers of this Institution for the past

four or five years: Dr. Charles W. Waddle, E. D. Randolph, Elizabeth H. Kendel, Dora Ladd Keyes, Ethel Dulam, Bella B. Sibley, E. Maud Cannell, Alice M. Krackowizer and Ernest Horn. Their assistance has been especially valuable in determining what books are actually read with enjoyment by the pupils. In many cases the departmental teachers have rendered invaluable assistance in the arrangement of the bibliography of their own subjects. Professor W. B. Mooney has assisted in the selection of the books in the Appendix. But the main part of the work of compiling the lists has fallen to the lot of Mrs. Hugh, who has been interested in the development of our room libraries from the beginning.

D. D. H.

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## THE CHOICE OF THE BOOKS.

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Libraries for the young are rapidly being placed in the more progressive schools of the state, yet it must be admitted that the problems of children's reading have not yet been wholly solved. The difficulty, for example, of the selection of the best books grows month by month with the multiplication of the number published. There are too few experts to pass on the books for youth, and mediocrity stamps the juvenile library with unfortunate frequency. Too much reliance cannot be placed upon the information contained in advertisements, for the enterprising publisher with the glowing descriptions of his wares too often succeeds in making the busy teacher the victim of his mistakes of judgment. To simplify the problem of selection as well

as to lead to a growing dependence upon the room library to enrich the life of the school is the hope of the compilers of this list. To have upon one's table information regarding the title, publisher, and price of a list that has been chosen with special reference to school needs may lessen the chances of making mistakes in buying books.

Two considerations have been given prominence in deciding which books shall be included in the list: first, to lead children to appreciate those writings, known as classic, which express in good literary form the deepest emotions of the race; and, second, to render available those which afford information upon the regular work of the day. However, some recognition must also be given to books which interest children who have little literary taste or training in reading as well as to those that satisfy the omnivorous readers of the sensational. For such children are included, first, the story, episodical in character, chiefly concerned with local details of home life, often a bit improbable or highly colored, but perfectly wholesome, of which Annie F. Johnston's books are types; and, second, those marked by graphic style, employing blazing colors and racing movements, as is illustrated in the more spectacular of our books of adventure. Perhaps too few of "the blood and thunder" brand have been included; for every teacher knows that inferior libraries, operated by stealth, will triumph over every good intention of the teacher unless the school library provides for the hunger-for-adventure of the growing boy or girl. The problem of education here as well as elsewhere is to take children where they are and gradually to lead them to higher things.

In the factual material, such as history, geography, and science, the stimulus of the recitation must be depended upon for creating a lively interest in the reading. In this material the preference has, of course, been given to authors who have written their facts in a picturesque and entertaining manner. Where a satisfactory treatment could not be found, the book nearest the child's point of view was chosen. The Carpenter and Chamberlain geographical series, the Gulick hygiene series, and the "Peeps at Many Lands" are notable examples of the happy and successful combination of accurate information and readable style. Books in which the story was pre-eminently the thing and the facts were secondary, such as Ernest Thompson Seton's stories, were placed in the general reading group.

Difficulties of classification frequently arose. Books have sometimes been placed in certain grades on account of their relation to significant phases of study for those years in our own school work. For example, the King Arthur stories were placed in the fifth and sixth grades because of the emphasis upon the chivalric life during these years. In many instances a story will be attractive to all grades in season and out. "The Birds' Christmas Carol" is a striking example of this. In case where an author has written several stories which are exceedingly popular with the children of a certain age, only one or two are usually included, as the teacher will find it almost impossible to get any other reading done while popular ones of questionable merit are accessible.

In presenting this list a plea is not made for more reading, but for reading with a definite purpose in view.



Better no reading at all than to allow it to crowd out first-hand contact with nature and people. Creative thinking must accompany reading. The "Top of the Bureau Principle"\* is the one thing to keep in mind. Besides the harmful habits acquired by thoughtless reading, serious problems in hygiene have already arisen from trying to develop bookish children. Constructive activities, induced by first-hand experience, should predominate in the first years of school work. Reading should be a secondary matter to enlarge and vitalize the primary experiences of life.

No attempt has been made to include in this list textbooks for the various grade subjects, such as reading, history, geography, etc., except in cases where such books were especially well adapted for supplementary reading or reference work.

Most teachers will be helped to a greater discrimination in the selection of books by consulting the lists published by our better libraries, or in book form by people of experience. The following, among others, have been consulted by the compilers of this list:

Catalogue of books for the first eight grades. Carnegie Library, Pittsburg, \$0.50.

Hewins, Caroline M., comp. Books for boys and girls. A. L. A. Publishing Board, Boston, \$0.15.

Arnold, Gertrude W. A. A mother's list of books for children. McClurg, \$1.00. A. H. H.

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\* From "The Child and the Book," by Gerald Stanley Lee. Putnam, \$1.75.

## A FEW HINTS ABOUT THE USE OF BOOKS.

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Simply to expose a child to a collection of books may be desirable in a good home where the parents' intelligence, tastes, and ideals unconsciously influence and stimulate; but this does not seem to be sufficient in a crowded schoolroom where various types of character and degrees of interest are so evident. Hence the need of sympathetic direction on the part of the teacher. The fundamental prerequisite for this is, first, to have a discriminating knowledge of the contents of the room library; and, second, to have an intimate acquaintance with the individual pupils and with the psychology of childhood and adolescence. A simple knowledge of the material is not sufficient. The teacher must needs be charged with the feelings of the masters and have "the habit of living on them."

In using library books, as in teaching, the main thing is to see to it that the child has a motive for his work. To connect the regular studies with the various kinds of library material at hand, the recitation must be used as a stimulus to further reading. A reference list of the various subjects treated in the books will enable the teacher to assign topics to be read with a definite purpose in view. Geography and other factual subjects require a considerable amount of work of this kind to provide the side lights which are so essential to set forth the facts in a realistic and attractive manner.

The recitation is then no longer devoted merely to hearing the children repeat the brief statements of the text-

books. Teacher and pupil have an opportunity to bring together and organize a welth of material gatherd from various sources, each member of the class making his own contribution to the genral fund. Thus a fuller understanding of the subject is secured, a better social spirit engendered, and an occasion provided for excellent training in oral language. At times it is well to devote the whole recitation period to the search for the material needed to reinforce the topic under consideration and the reading aloud of the best selections found. This also provides the best possible motiv for expressiv reading. The necessity of making clear and interesting to listeners matter known only to the reader is a condition seldom found in the regular reading class.

Such connections between the library and the class work may lead to the voluntary presentation by some of the more expressiv and enthusiastic pupils of dramatic scenes in literature or history. The dramatization of a certain chapter in a piece of fiction or a vivid historical description by one group in the room for the benefit of the others will intensify the impressions gatherd from the various sources. For example, after the presentation of the King Arthur stories in literature the various versions of the story in the room library will be eagerly red by the children. A dramatic representation of selected episodes may then be given. Maud Radford's "King Arthur and His Knights" can be adapted with few changes for this purpose. Of course teachers must expect crude impersonations. To realize the spirit of the knights, not the giving of a fine performance, is the main aim.

To awaken an interest in books not related to any line of regular work, many plans will occur to the resourceful teacher. The time for the morning exercises offers splendid opportunities of this kind. Some strong nativ interest of the pupils may guide a teacher to the selection of a series of relevant stories or poems, just enough being told or red by her to arouse the children's interest in the whole, and eventually to lead to their reading of it. In this way, for example, the boys' love of abandon, and wild, daring escapades may be carried over into the enjoyment of famous rides in literature, as found in "How they brought the good news from Ghent to Aix," "Sheridan's Ride," "Herve Riel," "The Charge of the Light Brigade," "John Gilpin," and a half-dozen others. In each case the setting must be given and the true spirit of the poem shown in the reading.

Again, to lead the pupils to see that some literature is "charged with moral power" exposing to us the good or ill effects of certain moral choices, the theme of some story may be lightly and sympathetically applied by the teacher to an ethical problem common to the listeners. For illustration, in the discussion of the effect of letting the opinions of others rather than what is known to be the truth determine conduct, the teacher may incidentally refer to "The String" by Guy de Maupassant, thereby giving the story a distinction which will lead to the reading of it. In some such ways the older boys and girls may be led to look into books for ideals of truth and honor, glory and self-sacrifice. In close connection with this plan the claims of story-telling will appeal to the thoughtful teacher. One librarian tells of her success in influencing the boys' reading by telling a

series of hero stories beginning with Theseus, Jason, and the heroes of Troy, continuing with the heroes of chivalry, and finally introducing the more practical types of later days, as shown in Lincoln, Cooper, and Livingston. The adaptations of the great hero stories are still in the making, and every teacher may become a partner with the makers of literature in meeting the demands of our youth to be moved by the supreme traditions of mankind.

During the time of the opening exercises oral reports of new books read may be given by the pupils themselves. In preparing these, assistance in selection and condensation must be given to secure good material expressed in short, simple reports. In most cases several should unite in giving the reproduction, each taking up the narrative where the other left off. In fact, the reading recitation may occasionally be given over to the reading of an excellent story, previously assigned to several pupils.

Again various games will lead to a better acquaintance with book-people. The teacher may sketch, without mentioning names, the appearance and qualities of certain characters with whom the pupils are familiar, allowing them to name in writing each character as it is described. Later the pupils may take the role of the teacher, making other variations but preserving the play spirit.

Suitable mechanical devices will often assist in securing good results. A small display book rack on the teachers' desk, in which are placed books mentioned in the morning exercise, or for any reason especially deserving of notice, will direct the children's attention to them. Send-

ing home lists of books helps to enforce the claims of the library upon both parents and children.

As a detail of management importance should be given to posting notices of pages and chapters of books where material related to certain lessons or topics may be found. A bulletin board and a card catalog will be found invaluable. Some system of keeping records will facilitate the handling of books. Mrs. Katherine M. Cook, the State Superintendent of Public Instruction of Colorado, has provided for this in a folder, which may be obtained thru the County Superintendents. In this folder provision is also made for recording the books bought for himself by each pupil.

No suggestion for using a library is comparable to the possession by the teacher of the contagion of a fine feeling for the greater ideals of life as found in literature, or of a close and sympathetic relation with out-of-door life. For to a teacher with these attributes books become life, and will eventually find their place in each day's program.

A. H. H.



# GENERAL.

## PICTURE BOOKS.

### GRADES 1 AND 2.

Adelborg, Otilia.

Clean Peter and the Children of Grubbylea....Longmans, \$1.25  
Quaint pictures. Attractiv to children.

Aladdin and the wonderful lamp. (Linen).....Warne, \$ .40

Book of Horses. (Linen).....Dutton \$ .75

Bradley, Will.

Peter Poodle, toy-maker to the king.....Dodd, \$1.50

Burgess, Gelett.

Goops, and how to be them.....Stokes, \$1.50

Caldecott, Randolph. (Illus.)

Collection of pictures and songs, 2 vols...Warne. Each, \$2.50

The farmer's boy.....Warne, \$ .25

The illustrator is a designer of the first order.

Cox, Palmer.

Brownie Book.....Caldwell, \$ .75

Brownie clown of Brownie town.....Century, \$1.00

Very funny; illustrated in color.

Crane, Walter.

Cinderella's picture book.....Lane, \$1.25

Mother Hubbard; her picture book.....Lane, \$1.25

This little pig; his picture book.....Lane, \$1.25

These picture books and others are published in 21  
parts in paper covers at 25 cents each.

Favorite animals .....Warne, \$ .40

Hoffmann, Heinrich.

Slovenly Peter .....Winston, \$1.50

Rather highly colored, but amusing pictures.

La Fontaine, Jean de.

Fables .....Gorham \$1.80

Illustrated by Boutet de Monvel in colors. The text  
is in verse.

Lohmeyer, Julius.

Was willst du werden?.....Durr, \$1.15

Excellent picture book; German text.

New Chatterbox picture book series.....Estes, \$1.00

Our farmyard. (Linen).....Dutton, \$ .75

Tom, Tom, the Piper's son.....McLoughlin, \$ .30

Whitcomb, Ida P.

Young people's story of art.....Dodd, \$2.00

## READING BOOKS.

### GRADES 1 AND 2.

Baldwin, James, *ed.*

Fairy stories and fables.....American, \$ .35

Bannerman, Helen.

Story of little black Mingo.....Stokes, \$ .50

Story of little black Sambo.....Stokes, \$ .40

Very popular with the smallest children. Funny  
crude pictures in color.

Bates, Lois, *ed.*

Fairy tale of a dog, a fox, and a cat.....Longmans, \$ .15

Bayliss, Mrs.

The little cliff dweller.....Public School, \$ .35

Bigham, Madge.

Stories of Mother Goose village.....Rand, \$ .45

Brooks, Dorothy.

Stories of the Red children.....Educational, \$ .40

Bryce, Catherine.

The child-lore dramatic reader.....Scribner, \$ .30

In dialog form; easy reading.

Chance, Lulu.

Little folks of many lands.....Ginn, \$ .45

Cowles, Julia D.

The Robinson Crusoe reader.....Flanagan, \$ .30

Craik, Georgina M.

So-fat and Mew-mew.....Heath, \$ .20

A fat dog and a saucy cat have many trials and misunderstandings. Excellent text-book, except print poor.

Cyr, Ellen M.

Dramatic first reader.....Ginn, \$ .30

Dodge, Mrs. Mary, *comp.*

New baby world.....Century, \$1.50

Stories, rimes and pictures.

Dopp, Katherine E.

The tree-dwellers .....Rand, \$ .45

Based upon facts of primativ life.

Familiar nursery jingles.....Stokes, \$1.25

Illustrated by Ethel Betts.

Fox, Florence.

The Indian primer.....American, \$ .25

Godolphin, Mary.

Æsop retold .....Burt, \$ .50

Grover, Eulalia O.

Overall boys .....Rand, \$ .45

Sunbonnet babies .....Rand, \$ .40

The art-literature first reader.....Atkinson, \$ .30

Haaren, John H.

Rhymes and fables.....University, \$ .12

Holbrook, Florence.

Hiawatha primer .....Houghton, \$ .40

Howe, Will D., and others.

A second reader.....Scribner, \$ .30

Short stories and poems children love.

Jerrold, Walter, *ed.*

The big book of nursery rhymes.....Dutton, \$3.00

Johnston, E. L. and Barnum, M. D.

Book of plays.....American, \$ .30

Judd, Mary C.

Palmer Cox Brownie primer.....Century, \$ .32

Ketchum, I., and Rice, Anna.

Our story reader.....Scribner, \$ .35

Lang, Andrew, *ed.*

Fairy tale books.....Longmans. Each, \$ .20 to \$ .30

Little Red Riding Hood; Cinderella; Jack, the Giant  
Killer; the Sleeping Beauty.

Infant fairy readers. (Linen).....Longmans. Each, \$ .12

Jack and the bean stalk; Snowdrop; Story of a fox,  
a cat and a dog, etc.

All the above are excellent reading material.

Marshal, Francesca.

Dame Wiggins of Lee.....Educational, \$ .30

Moore, Clement C.

'Twas the night before Christmas.....Brentano, \$ .50

Well illustrated.

Same as above and Annie and Willie's prayer....Dutton, \$ .20

Mother Goose comedy.....Dramatic, \$ .15

Dramatized by Merrimam.

Mother Goose Jungle book.....Reilly, \$1.00

Drawings by H. Von Hofstein.

Murray, Clara.

Story book friends.....Little, \$ .50

Nesbit, F., and Bland, B.

Cat tales .....Dutton, \$ .25

Norton, Charles, *ed.*

Heart of oak books.....Heath. Vol. I, \$ .25; Vol. II, \$ .35

O'Dea, James.

Jingleman Jack.....Saalfeld, \$1.25

Descriptions of callings, crafts and trades in rime.

Colored pictures by H. Kennedy.

Perrault, Charles.

Tales of Mother Goose.....Heath, \$ .25

Translated by C. Welch,

Potter, Beatrix.

Squirrel Nutkin.....Warne, \$ .50

Peter Rabbit.....Warne, \$ .50

The tale of two bad mice.....Warne, \$ .40

Children enjoy these tiny books.

Poulsson, Anna Emilie.

Through the farm-yard gate.....Lothrop, \$1.25

Scudder, Horace, *ed.*

Verse and prose for beginners.....Houghton, \$ .25

Shaw, E. R., *ed.*

Selected fairy tales.....University, \$ .40

Amber witch; Water of life; The wishing ring, etc.

Sherman, F. D.

Little folk lyrics.....Houghton, \$1.50

Smith, Mary E.

Eskimo stories .....Rand, \$ .40

Smythe, E. Louise.

Old time stories.....American, \$ .30

Given as retold by children. Large print.

Reynard the fox.....American, \$ .30

Very popular.

Stevenson, Robert L.

A child's garden of verse.....Rand, \$ .50

Beautifully illustrated.

Tileston, Mrs. Mary.

The children's hour.....Little, \$ .50

Tourtel, Mary.

A horse book.....Stokes, \$ .40

Towers, Alton.

Child's Æsop .....Stokes, \$ .50

Turpin, Edna.

Classic fables .....Merrill, \$ .30

Valentine, Mrs. Laura.

Aunt Louisa's book of fairy tales.....Warne, \$1.00

Wheeler, A., *ed.*

Mother Goose melodies.....Houghton, \$1.50

Delightful pictures.

Wiley and Edick.

Children of the cliff.....Appleton, \$ .30

Lodrix, the little lake-dweller.....Appleton, \$ .30

Wilse, Sara E.

Folk-lore stories and proverbs.....Ginn, \$ .30

Big print; well illustrated.

## GENERAL.

### INCLUDING NATURE STUDY, GEOGRAPHY AND HISTORY.

#### GRADES 3 AND 4.

Alden, R. M.

Why the chimes rang.....Bobbs, \$1.25

Andersen, Grimm and Mullock.

Twenty best fairy tales.....Stokes, \$1.50

Andrews, Jane.

Each and all.....Ginn, \$ .50

Seven little sisters.....Ginn, \$ .50

Stories Mother Nature told her children.....Ginn, \$ .75

Ten boys who lived on the road from long ago to now....

.....Ginn, \$ .50

A bird's-eye view of civilization, suitable as a basis  
for history work in these grades. All this author's  
books interest children.

Baldwin, James.

Fifty famous stories retold.....American, \$ .35

Thirty more famous stories retold.....American, \$ .50

These are attractive material for class use.

Old Greek stories.....American, \$ .45

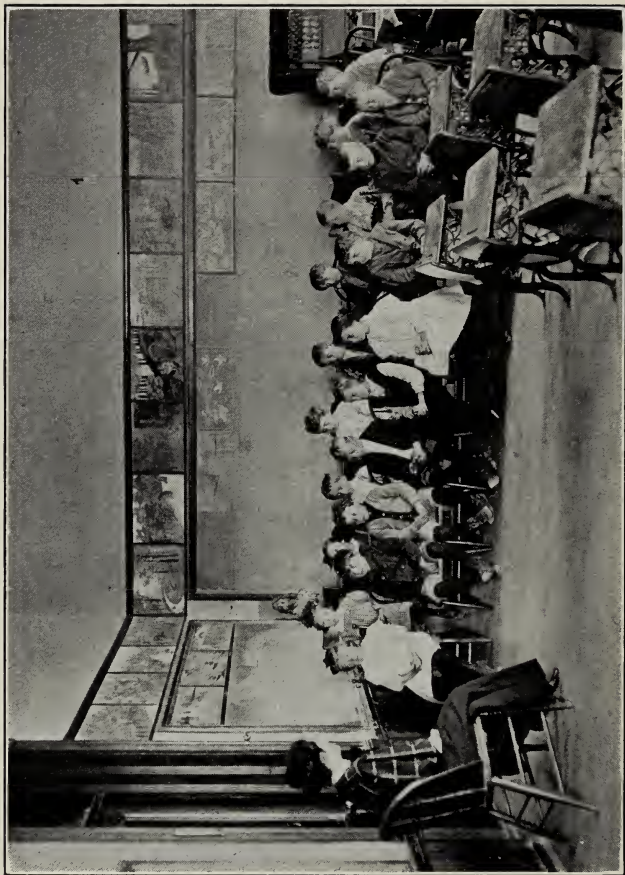
Old stories of the East.....American, \$ .45

*ed.* Gulliver's travels.....American, \$ .35





The Children's Story Hour.



The Teacher's Story Hour.

- Barber, Grace.  
Wagner stories.....Public School, \$ .50
- Bartlett, Lillian.  
Animals at home.. ....American, \$ .45  
Reliable and interesting.
- Bass, Florence.  
Stories of pioneer life.....Heath, \$ .40
- Baum, L. F.  
The marvellous land of Oz.....Reilly, \$1.25
- Beale, Mrs. Harriet.  
Stories from the Old Testament.....Stone, \$1.50  
About Moses, Joseph, Samson, Deborah, and others.
- Beard, D. C.  
American boys' handy book.....Scribner, \$2.00  
Tells how to make and do all sorts of things.
- Bigham, Madge.  
Merry animal tales.....Little, \$ .50
- Blumenthal, V. X.  
Russian tales .....Rand, \$ .40
- Brown, Abbie.  
Book of saints and friendly beasts.....Houghton, \$ .50
- Browne, Frances.  
The wonderful chair and the tales it told.....Heath, \$ .25  
This contains among other things, The Christmas  
cuckoo, well-suited for dramatization.
- Bryant, Sara C.  
Stories to tell.....Houghton, \$1.00  
Fifty stories that fourth grade pupils can read.
- Burnett, Mrs. Frances.  
Little Lord Fauntleroy.....Scribner, \$1.25
- Burroughs, John.  
Little Nature studies. 2 vols.....Ginn. Each, \$ .25
- Burt, Mary E.  
Story of German Iliad.....Merrill, \$ .50
- Carovè, F. W.  
The story without an end.....Heath, \$ .25

Carroll, Lewis.

Alice's adventures in Wonderland.....Macmillan, \$1.00

The best edition. Illustrated by Sir John Tenniel.

Through the looking-glass.....Stokes, \$1.50

Illustrated by Tenniel and Kirk.

Carter, M. H.

Bear stories retold from St. Nicholas.....Century, \$ .65

Brave dogs, stories retold from St. Nicholas....Century, \$ .65

Chandler, Katherine.

In the reign of the coyote.....Ginn, \$ .40

Animal myths. Suitable for text-book.

Chase, Annie.

Children of the wigwam.....Educational, \$ .50

Chesterton, Alice M.

The garden of childhood.....Nelson, \$ .40

Chutter, Frances.

Art-literature reader. Book III.....Atkinson, \$ .50

The best stories, beautifully illustrated.

Coolidge, Susan.

Cross Patch, and other stories.....Little, \$1.25

Cowles, Julia D., *comp.*

Stories to tell.....Flanagan, \$ .35

Adapted for dramatic representation.

Craik, Mrs. Dinah.

Adventures of a brownie.....Educational, \$ .40

Cruikshank, George, *ed.*

The Cruikshank fairy book.....Putnam, \$1.25

Well known because of apt illustrations.

Dole, C., *ed.*

The story of a donkey.....Heath, \$ .20

The amusing adventures of a mischievous donkey.

Dopp, Katherine E.

The early cave-men.....Rand, \$ .45

The later cave-men.....Rand, \$ .45

Facts of primitiv life and industries interestingly related.

Dutton, Maude B.

In field and pasture.....American, \$ .35

Eggleston, Edward.

Stories of American life and adventure.....American, \$ .50

Stories of great Americans for little Americans.....  
..... American, \$ .40

Ewing, Mrs. J. H.

Lob-lie-by-the-fire .....Crowell, \$ .60

Contains also, Snap-dragon, and Old Father Christmas.

Firth, Emma.

Stories of Old Greece.....Heath, \$ .30

Foulke, E.

Braided straws .....Silver, \$ .40

Easy text. Merry tales and verses.

Fox, Frances.

Farmer Brown and the birds.....Page, \$ .50

Life on a farm from a bird's point of view.

Francillon, R. E.

Gods and heroes.....Ginn, \$ .40

Easier than Hawthorne.

French, Allen.

The reform of Shaun.....Little, \$1.00

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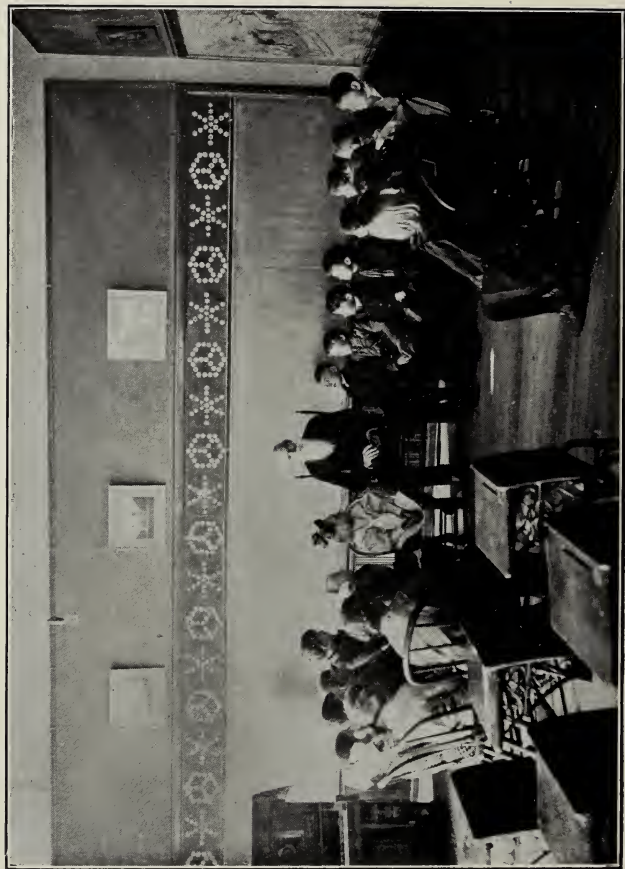
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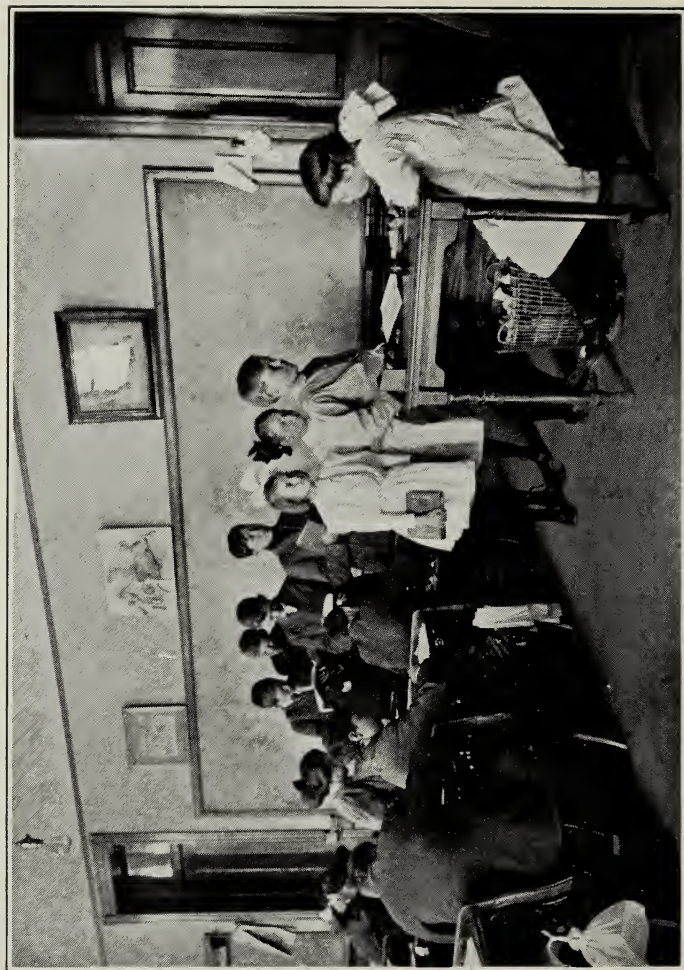
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The following Farmer's Bulletins may be obtained, free of cost, from the Department of Agriculture, Washington, D. C. They will be of use to the older pupils and to the teachers.

No. 389—Bread and bread-making.

No. 173—A primer of forestry.

No. 218—The school garden.

No. 255—The home vegetable garden.

No. 28—Weeds and how to kill them.

No. 86—Thirty poisonous plants.

No. 94—The vegetable garden.

No. 99—Insect enemies of shade trees.

No. 146—Insecticides and fungicides.

No. 138—Irrigation in field and garden.

No. 54—Some common birds in their relation to agriculture.

No. 195—Annual flowering plants.

No. 134—Tree planting on rural school grounds.

No. 157—The propagation of plants.

No. 327—The conservation of natural resources.

No. 287—Poultry management.

No. 270—Modern conveniences for the farm home.

No. 185—Beautifying the home grounds.

No. 195—Simple exercises illustrating some applications of chemistry to agriculture.

No. 186—Exercises in elementary agriculture.

No. 160—School gardens.

(The last two numbers are issued from the office of the Experimental Stations, Washington, D. C.)



## APPENDIX.

The following brief lists have been made out at the request of Mrs. Katherine M. Cook, State Superintendent of Public Instruction of Colorado. While the publisher's price in each case aggregates slightly more than the total that is given, leading book dealers have agreed to furnish the books for practically the amounts mentioned. Schools that cannot make arrangements for the purchasing of the books thru local dealers might correspond with such firms as A. C. McClurg & Company, Chicago, or the St. Paul Book and Stationery Company, St. Paul, Minn.

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### LIST OF BOOKS THAT MAY BE PURCHASED FOR TEN DOLLARS.

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Bigham, Madge A.

Stories of Mother Goose village.....Rand, \$ .45

Merry animal tales.....Little, \$ .50

Carpenter, Frank G.

North America .....American, \$ .60

Chance, Lulu.

Little folks of other lands.....Ginn, \$ .45

Cooper, James F.

Last of the Mohicans. (Abridgd).....University, \$ .20

Curry, Charles M.

Literary readings .....Rand, \$ .75

Gale, Agnes.

Achilles and Hector.....Rand, \$ .45

Holbrook, Florence.

Northland heroes .....Houghton, \$ .35

Jenks, Tudor.

When America was new.....Crowell, \$1.25

Lang, Andrew.

Cinderella and other stories.....Longmans, \$ .20

Meat and Drink.

Health education league booklets.....Whitcomb, \$ .03

Milk.

Health education league booklets.....Whitcomb, \$ .03

Moore, Charles.

Life of Abraham Lincoln for boys and girls...Houghton, \$ .25

Moulton, R. G.

Children's series of Bible stories. 2 vols....Macmillan, \$1.00

Radford, Maude.

King Arthur and his knights.....Rand, \$ .50

Ruskin, John.

King of the golden river.....Rand, \$ .25

Stevenson, Robert L.

Kidnapped .....Macmillan, \$ .25

Stone & Fickett.

Days and deeds one hundred years ago.....Heath, \$ .35

Smythe, E. Louise.

Reynard the fox.....American, \$ .30

Thwaites, Reuben.

Daniel Boone .....Appleton, \$1.00

Walker, Margaret.

Our birds and their nestlings.....American, \$ .60

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#### MAGAZINES.

The American Boy.....	} Bennett's Newspaper and Magazine	\$2.30
World Today.....		
Garden Magazine.....		

Agency, Chicago.....

# THE TEN DOLLAR LIST AND THE FOLLOW- ING BOOKS MAY BE PURCHAST FOR FIFTEEN DOLLARS.

Alden, R. M.

Why the chimes rang.....Bobbs, \$1.25

Brown, Dr. John.

Rab and his friends.....Rand, \$ .25

Chamberlain, J. F.

How we travel.....Macmillan, \$ .40

Colds.

Health education league booklets.....Whitcomb, \$ .02

Jungman, Nico.

Peeps at many lands—Holland.....Macmillan, \$ .75

Ramée, Louisa de la.

Dog of Flanders, and Nurnberg stove.....Houghton, \$ .25

Richards, Ellen H.

Good lunches for rural schools.....Whitcomb, \$ .10

Scott, Sir Walter.

Ivanhoe .....University, \$ .30

Sparks, E.

The expansion of the American people.....Scott, \$ .60

Watson, Kate H.

Textiles and clothing.....American School, \$1.50

This is volume 10 of a 12-volume set of very excel-  
lent books on home economics.

## THE FIFTEEN DOLLAR LIST AND THE FOLLOWING BOOKS MAY BE PURCHASED FOR TWENTY-FIVE DOLLARS.

Bailey, L. H.

The principles of agriculture.....Macmillan, \$1.25

Cody, Sherwin, *ed.*

Selections from the world's greatest short stories.....

..... McClurg, \$1.00

Course of lessons in domestic science. Grades 7 and 8—  
Grand Rapids, Mich.

Craik, Mrs. D.

Little lame prince.....Educational, \$ .25

Dickens, Charles.

A Christmas carol, and cricket on the hearth.....

..... Macmillan, \$ .25

Elliott, George.

Silas Marner .....Educational, \$ .25

Hall, Jennie.

Four old Greeks.....Rand, \$ .35

Hartford Public Schools. Hartford course in cooking.

Hatch & Haselwood.

Elementary agriculture.....Row, \$ .60

Hale, E. E.

A man without a country.....Little, \$ .50

Gulich, Luther, *ed.*

Town and city.....Ginn, \$ .50

Good health .....Ginn, \$ .40

Kipling, Rudyard.

Captains Courageous .....Century, \$1.50

The jungle book.....Century, \$1.50

London, Jack.

Call of the wild.....McClurg, \$ .50

Page, Thomas N.

Red Rock .....McClurg, \$ .50

True, John P.

The iron star.....Little, \$1.50

White, S. E.

The blazed trail.....McClurg, \$ .75

Wright, Mabel.

Stories of birds and beasts.....Macmillan, \$ .30

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### MAGAZINES.

The American Boy....	} Bennett's Newspaper and Magazine Agency, Chicago.....	\$3.30
World Today.....		
Garden Magazine.....		
The School Arts Book.)		

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## LIST OF PUBLISHERS.

Ainsworth. Ainsworth & Co., Chicago.

Altemus. Henry Altemus, Philadelphia.

American. American Book Co., Chicago.

American School. American School of Home Economics, Chicago.

Appleton. D. Appleton & Co., Chicago.

Atkinson. Atkinson, Mentzer & Grover, Chicago.

Baker. Baker & Taylor Co., New York.

Bardeen. C. W. Bardeen, Syracuse, N. Y.

Bates. Bates & Guild Co., Boston.

Benziger. Benziger Bros., Chicago.

Black. Can be bought of Macmillan.

Bowen. B. F. Bowen & Co., Indianapolis, Ind.

Brentano's. New York.

Burt. A. L. Burt & Co., New York.

Caldwell. H. M. Caldwell Co., New York.

Carl. See Stechert.

Century. Century Co., New York.

- Crane. Crane & Co., Topeka, Kansas.  
Crowell. Crowell & Co., New York.  
Cupples. Cupples & Leon, New York.  
Dick. Dick & Fitzgerald, New York.  
Dodd. Dodd, Mead & Co., New York.  
Dodge. Dodge Pub. Co., New York.  
Doubleday. Doubleday, Page & Co., New York. Acquired the business of the McClure Co.  
Dramatic. Dramatic Pub. Co., Chicago.  
Duffield. Duffield & Co., New York.  
Durr. See Stechert.  
Dutton. E. P. Dutton & Co., New York.  
Educational. Educational Pub. Co., Chicago.  
Estes. Dana Estes & Co., Boston.  
Flanagan. A. Flanagan, Chicago.  
Funk. Funk & Wagnalls Co., New York.  
Ginn. Ginn & Co., Chicago.  
Gorham. E. S. Gorham, New York.  
Harper. Harper & Brothers, New York.  
Harrison. Henry Harrison Co., Brooklyn, N. Y.  
Heath. D. C. Heath & Co., New York.  
Holt. Henry Holt & Co., New York.  
Houghton. Houghton Mifflin & Co., Chicago.  
Hurst. Hurst & Co., New York.  
Jacobs. G. W. Jacobs & Co., Philadelphia.  
Kegan, Paul. See Stechert.  
Kindergarten. Kindergarten Supply Co., Chicago.  
Lane. John Lane Co., New York.  
Lippincott. J. B. Lippincott Co., Philadelphia.  
Little. Little, Brown & Co., Boston.  
Longmans. Longmans, Green & Co., Chicago.  
Lothrop. Lothrop, Lee & Shepard Co., Boston.  
McClurg. A. C. McClurg & Co., Chicago.  
McClure. See Doubleday.  
McKay. David McKay, Philadelphia. Purchased the American publications of Geo. Routledge & Sons.  
McLoughlin Brothers, New York.  
Macmillan. The Macmillan Co., New York.

- Mason. Perry Mason Co., Boston.  
Merrill. Charles E. Merrill Co., New York. Successors to Maynard,  
Merrill & Co.  
Moffat. Moffat, Yard & Co., New York.  
Mosher. Thomas E. Mosher, Portland, Me.  
Nelson. Thomas Nelson & Sons, New York.  
Newson. Newson & Co., New York.  
Ogilvie. J. S. Ogilvie Pub. Co., New York.  
Page. L. C. Page & Co., Boston.  
Penn. Penn. Pub. Co., Philadelphia.  
Public School. Public School Publishing Co., Bloomington, Ill.  
Putnam. G. P. Putnam's Sons, New York.  
Rand. Rand-McNally & Co., Chicago.  
Reilly. Reilly & Britton Co., Chicago.  
Revell. Fleming H. Revell & Co., Chicago.  
Row. Row, Peterson & Co., Chicago.  
Saalfeld. Saalfeld Publishing Co., Akron, Ohio.  
Sanborn. B. H. Sanborn, Chicago.  
Scott. Scott, Foresman & Co., Chicago.  
Scribner. Charles Scribner's Sons, New York.  
Silver. Silver, Burdett & Co., New York.  
Stechert. G. E. Stechert & Co., New York. Foreign publications.  
Stokes. F. A. Stokes Co., New York.  
Stone & Webster, Boston.  
Temple. See Stechert.  
University of Chicago Press, Chicago.  
University. University Pub. Co., New York.  
Warne. Frederick Warne & Co., New York.  
Welch. W. M. Welch Co., Chicago.  
Whitcomb. Whitcomb & Barrows, Boston.  
Wilde. W. A. Wilde Co., Boston.  
Winston. John C. Winston Co., Philadelphia.

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